



ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

MARCH 13, 2013

WELCOME AND OVERVIEW



AGENDA

1. Welcome and Overview
2. Performance Management Elements
3. Case Study: Rhode Island's "EdStat" and "Collaborative Learning for Outcomes"
4. Questions and Discussion
5. Conclusion



SEA CAPACITY BUILDING WORK STREAM

- The purpose of the State Education Agency (SEA) Capacity Building work stream is to strengthen the organizational capacity of SEAs by supporting their ability to implement and sustain their proposed Race to the Top reforms over time.
- The SEA Capacity Building work stream pursues its work through three interconnected topics:
 - **Performance Management:** Creating a leadership strategy that focuses on excellence and drives individual and organizational efforts to attain goals
 - **Expanded System Capacity:** Aligning with LEAs and with other partners to ensure successful implementation and sustainable reform
 - **Sustainability:** Ensuring that reforms are durable, adaptive and persistently focused on goals for improved student growth in the face of changing conditions



SEA CAPACITY BUILDING WORK STREAM

The SEA Capacity Building work stream conducts a variety of activities:

- **Working Groups:** Two to four States that focus on the topics of regional delivery structures, feedback loops, innovative resource alignment tools and sustainability
- **Individualized Technical Assistance:** Individual requests from States, including coaching, to address issues that arise during implementation in the work stream's three focus areas
- **Webinars:** Using webinars and other technology to convey knowledge efficiently among grantees, by featuring State and expert moderators
- **Print and Communications:** A variety of publications, including case studies, toolkits, and primers

PERFORMANCE MANAGEMENT ELEMENTS



PERFORMANCE MANAGEMENT DESCRIPTION

Performance management is a systemic approach to assure quality and progress toward organizational goals by aligning structures, processes and routines through a set of reinforcing activities.

It is different from **project management**, which is used primarily to track tasks and deadlines of projects across the system. However, project management is an essential part of performance management.



FOUR ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

1. Clarity of Outcomes and Theory of Action
2. Alignment of Resources
3. Collection and Use of Data
4. Accountability for Results



ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

1. Clarity of Outcomes and Theory of Action: Establishing and widely communicating priorities, and setting ambitious, clear and measurable goals and outcomes with aligned strategies and activities
2. Alignment of Resources: Directing or redirecting resources (time, money, people) to priority efforts that produce results and establishing clear roles and responsibilities



ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

3. Collection and Use of Data: Establishing and implementing routines and processes for collecting, analyzing and monitoring data, including leading and lagging indicators, to inform continuous improvement, provide feedback and make decisions



ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

4. Accountability for Results: Making decisions to continue improvement or end practices based on data; implementing incentives tied to performance; and engaging and communicating results with internal and external stakeholders



RECAP: FOUR ELEMENTS OF A PERFORMANCE MANAGEMENT SYSTEM

1. Clarity of Outcomes and Theory of Action
2. Alignment of Resources
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RHODE ISLAND'S “EDSTAT” AND “COLLABORATIVE LEARNING FOR OUTCOMES”



BACKGROUND: RHODE ISLAND



Rhode Island Public School Demographics (2011–2012)

- 300 public schools
- 54 LEAs (including 13 independently operated charter schools and one regional collaborative)
- 142,854 students
- 44% of students eligible for subsidized lunch
- 6% of students receive English learning services
- 16% of students receive special education services
- 64% Caucasian; 22% Hispanic; 8% African-American; 3% Asian; 3% Multi-racial; 1% Native American

Source: <http://infoworks.ride.ri.gov/state/ri>

Race to the Top Award Details

- Award amount: \$75,000,000
- 50 participating LEAs, 2 involved LEAs
- 298 participating or involved schools

Source: Rhode Island Department of Education



RHODE ISLAND'S APPROACH TO PERFORMANCE MANAGEMENT

Two distinct but related efforts:

EdStat:

A system of performance management that has enabled the Rhode Island Department of Education (RIDE) to monitor its Race to the Top implementation and outcomes by reviewing evidence from its project teams and participating LEAs

Frequent EdStat reviews lead to project team guidance/technical assistance for LEAs



Data from LEAs inform EdStat deliberations and decisions

CLO:

Collaborative Learning for Outcomes, a progress monitoring process involving two-way communication between the State and its 50 participating and two involved LEAs

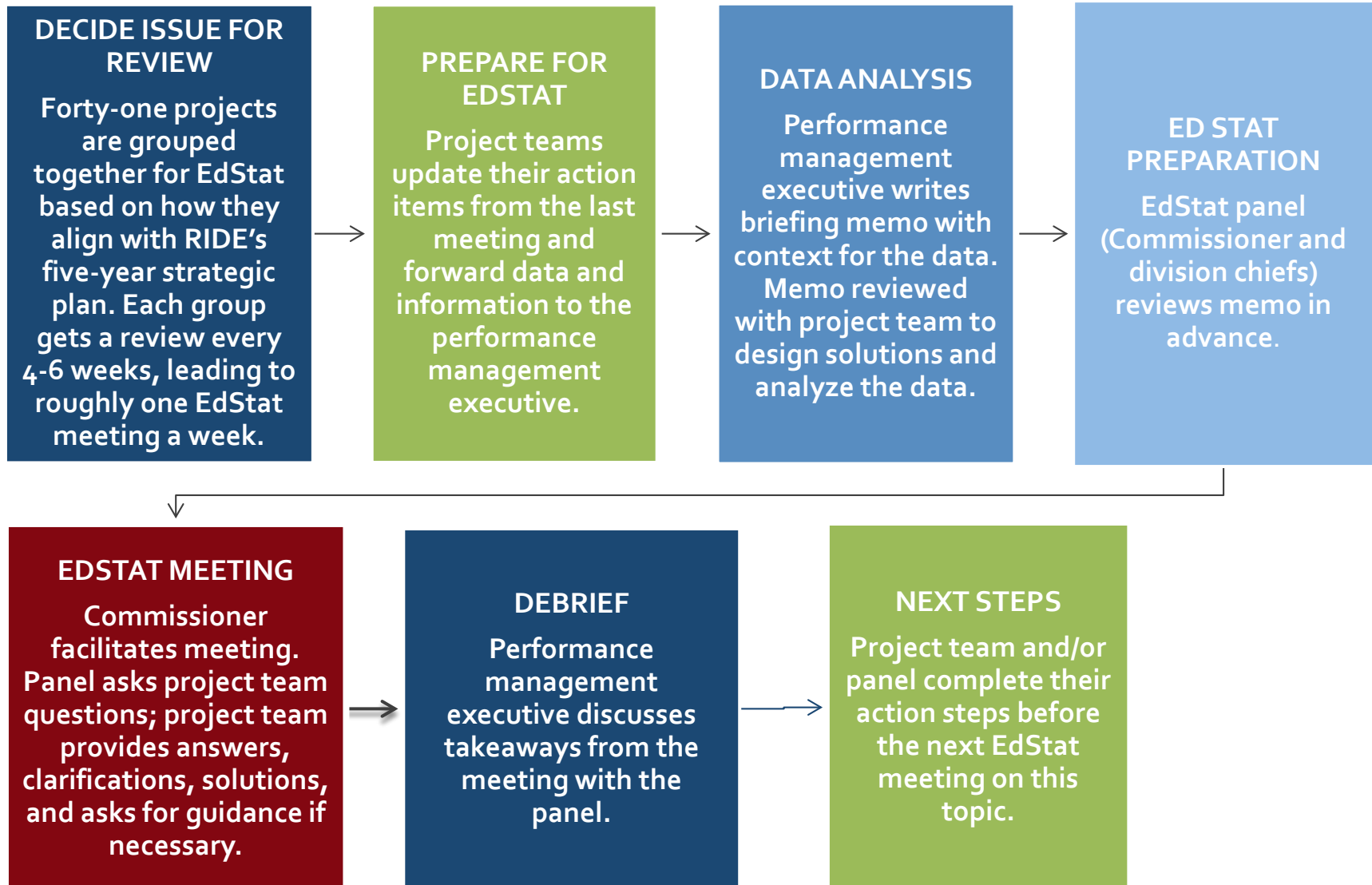


WHAT IS EDSTAT?

- “Stat” is a process through which agencies:
 - Track data for a particular project (*Clarity of Outcomes and Theory of Action & Collection and Use of Data*)
 - Analyze and share the data with leadership teams (*Accountability for Results*)
 - Develop a concrete action plan with resources and follow up to measure progress (*Alignment of Resources*)



HOW IT WORKS





WHAT EDSTAT HAS CHANGED

Pre-EdStat, we'd all have said we're committed to excellence, we want to have good products, and all trainings and all the things we are doing would be of the highest quality. But they were rather vaguely stated, and if things started to drift away from that initial vision, there really wasn't a way to catch it in process as it was unraveling. It would be a year later that we'd say, 'Well, that didn't work out so well,' but we didn't have any opportunity to call that out as it started to unravel.

*Mary Ann Snider,
Chief of Educator Excellence
and Instructional Effectiveness
at RIDE*

- RIDE can respond to problems before they escalate.
- Project teams have time to get advice and assistance from RIDE's senior leadership.
- Data from LEAs allow RIDE to respond to local needs and trends.
- Cross-functional decisions that would have required memos or more meetings are made quickly.
- Managers and project teams are held accountable for action items.



ADVICE FOR STATES

- Engage the support of leadership.
- Persevere through the growing pains.
- Customize the process for your agency.
- Continue to refine as you learn.
- Assign full-time staff to EdStat.
- Make the time commitment.
- Ensure participants understand their roles.

Performance and conversations about results and tracking progress and solving problems—all of that is permeating throughout the agency in the way we work with one another. I do think EdStat played a role to anchor and serve as a model of how to do that.

*Deborah A. Gist,
Commissioner of Education,
Rhode Island*



WHAT IS THE CLO PROCESS?

- “Collaborative Learning for Outcomes” (CLO) consists of nine groups of about four to seven LEAs each.
- Groups meet in person four times a year, two hours each.
- The purpose is to enable LEAs to learn from each other and problem-solve Race to the Top implementation issues.
- RIDE staff, who are purposely *not* directly leading Race to the Top projects, facilitate the meetings and bring back questions and requests for information to RIDE leadership.
- Questions/requests are tracked, and answers are sent to all LEAs.



UNIQUE FEATURES OF CLO

- It's designed with LEA input from the beginning.
- LEAs provide quarterly updates on implementation progress in preparation for the meeting.
- Qualitative and quantitative data from the CLOs feed into EdStat's review of implementation on the ground.
- The CLO sessions are not technical assistance, but rather ways for LEAs to learn from each other (for example, questions from LEAs are directed to other LEAs).
- The RIDE facilitators are neutral and have no day-to-day stake in the topics under discussion.
- RIDE and LEAs collaborate to set agendas.



WHAT THE CLO PROCESS HAS CHANGED

- Enhanced the feedback loop between RIDE and LEAs
- Allowed easy sharing of effective practices among LEAs
- Helps RIDE know whether its guidance or assistance is understood based on LEA responses and questions
- Allows charter schools and traditional LEAs to learn from each other

I can't say enough about having the ability to collaborate with other professionals who are in the same situation, trying to implement very important initiatives under Race to the Top. With the CLO process, knowing you're going to have two hours of uninterrupted support—believe me, that goes a long way with us.

*Georgia Fortunato
Superintendent,
Lincoln, RI Public Schools*



ADDITIONAL RESOURCES

- **PERFORMANCE MANAGEMENT DESCRIPTION AND KEY ELEMENTS**

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/performance-management-description.pdf>

- **EDSTAT IN RHODE ISLAND: A CASE STUDY OF RACE TO THE TOP PERFORMANCE MANAGEMENT**

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/edstat-brief.pdf>

- **COLLABORATIVE LEARNING FOR OUTCOMES: CONNECTING LEAs WITH THE RHODE ISLAND DEPARTMENT OF EDUCATION**

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/clo-brief.pdf>

QUESTIONS AND DISCUSSION



PERFORMANCE MANAGEMENT ELEMENTS

1. Clarity of Outcomes and Theory of Action
2. Alignment of Resources
3. Collection and Use of Data
4. Accountability for Results

CONCLUSION



NEXT STEPS

- **May 2013: Performance Management Brief and Webinar**



PERFORMANCE MANAGEMENT ACROSS THE RSN

School Turnaround CoP

- Evaluating Turnaround Efforts Working Group
- Performance Management Framework for School Turnaround Programs
- Convening on School Turnaround Program Evaluation and Performance Management Practices

Instructional Improvement & Data Systems CoP

- Enterprise Architecture Guidebook
- Implementation Planning & Management Guidebook

Teacher & Leader Effectiveness / Standards & Assessment CoP

- HQPD Work Group
- Standards and Transitions Work Group
- QER Phase II Work Group
- SLO Work Group



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THANK YOU